A SAFE CLASSROOM ENVIRONMENT THAT PROMOTES LITERACY IN ESL NEWCOMER STUDENTS

Presented to

The Graduate Program of

Greensboro College

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in

Teaching English to Speakers of Other Languages

By:

Eimy Maria Galindo Medina

Nov. 2021

Advisor: Paula M. Wilder

Abstract

Most Newcomers face not understanding the language that surrounds them and also being behind academically. Therefore, the adaptation process tends to be a challenge for them, but also for teachers, who many times are not sufficiently prepared to face a complete class together with a student who does not understand what is being taught. For this reason, this thesis project is aimed at ESL teachers and content teachers, in order to contribute ideas to create a safe environment in their class in order to help newcomers of all ages and conditions reach their achievements in language and objectives of his academic degree.

Dedication

I would like to thank my husband, mom, and daughter, without their love and support, I would not have been able to complete this thesis. I am so blessed to have such a wonderful family. I love you so very much.

Acknowledgments

I would like to thank Ms. Paula Wilder for their time, dedication, and support in this thesis. I also want to thank to Dr. Michelle Plaisance and all the teachers who gave me their feedback, ideas, and support for my academic growth in this career.

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Chapter 1: Introduction

I have always considered that learning English allows its learners to know the entire world, become global citizens, and see the different cultures with admiration and respect. However, learning English could become something the student does not like if it is not taught with motivation, empathy and based on the students' needs; language barriers or negation to learn it could appear because of inappropriate classroom environments. For example, some reasons I have experienced during my years as a Spanish and ESL teacher are bullying, social rejection, lack of motivation, cultural shock, and feeling not part of a community. Consequently, the issues I mentioned above could negatively affect the success of their academic and language learning development if they are constant or repetitive in the English class.

In the United States and across the globe, foreign language teachers are "far from universally successful" (Dixon et al., 2012, p. 6). Therefore, suitable and strategies are required in an English language classroom that allows the immigrant students to have appropriate environments that boost their literacy process. For this reason, the major objective of my research project is to design a guide and list of strategies that eliminate or decrease all the negative factors that go against of a safe classroom environment for the bilingualism and literacy processes. Moreover, English language teachers receive from my project the tools with cognitive and emotional components that facilitate the inculcation in the classroom of tolerance, reasoning and problem-solving abilities because it allows students to mimic experientially the teacher's own range of those acuities (Franzese, 2017).

In addition, Briggs (1992) stated that feedback is perhaps the key element in transitions from chaos to order and from order to chaos. In this way, with my research project, English language teachers are aware of the importance that positive feedback plays in their classes, not only the one given by them, but also the one provided by classmates. Therefore, with my project, I optimize interaction among ESL learners, which can have tremendous effects on learning because all learners must feel that they can safely take those risks that can affect their learning as something they already overcame.

My experience as an English language teacher has allowed me to recall what it was like to sit in a classroom full of new learners. Perhaps this was the first day of class, a gathering of people that may consist of students the learner may or may not have seen before, or in the case of a professional in a development workshop, like me, once I arrive to the school I work in the United States. I consider that this moment could be the beginning of a successful classroom environment or the prelude to a bad learning experience, because as Dweck, (2008) mentioned, adolescent learners may have seen school as a place where they perform for teachers who then judge them.

I am a passionate teacher related to teaching languages, especially English, and currently Spanish content. Moreover, I was once an English language learner, so I know by firsthand what it is like to be in the position of a student; therefore, as a teacher, I provide opportunities for my students so they can learn in psychologically and safe learning environments. I know how crucial it is to see the classroom as a place where they can show all their capacities without feeling judged or criticized. Consequently, critical reflection requires a trustful atmosphere where people can make mistakes without worrying about suffering negative consequences (Brookfield, 1995).

A language class must be seen as a family, as a group of people who are able to always help and support each other.

The actives and strategies I provide to the English language teachers include the aspects needed to create a classroom environment in which everyone is welcome, and there is motivation and collaborative and engaging learning experiences and engaging. Moreover, trust and affections must be present as instruction should be adapted to the learner with tenderness and affection with reward instead of punishment, and with a goal of meaningful learning rather than rote memorization (Cremin, 1957). It is vital that classmates support each other; the students are not to be supervisors; the teachers are to be the student's guides, the ones that provide the tools for the students to assimilate the English language as a path they can enjoy and become into independent learners.

As language teachers, we must create the optimal classroom environments and the appropriate conditions for learning to occur. I consider that teachers always need to see the classroom, lessons, activities, and classmates from a student's perspective. It allows the teacher to get a better understanding of what the fears, needs, likes, motivations of the students are; also, by getting to know the students, their culture, and background, the teacher has an advantage of how to make their teaching meaningful and exciting for the students.

Thus, to develop my project, I have researched and read different academic articles related to the suitable classroom environment for language learners, also using my experience as a current language learner, English, and Spanish teacher. My project is aimed to improve the conditions that English learners face in their classes, teaching and modeling positive behaviors to allow English learners to accomplish their goals without barriers or fears.

Chapter 2: Literary Review

In the process of learning a second language, many factors influence how pleasant and safe this process is. In the case of an immigrant, who comes to seek new experiences and fulfill high expectations, it tends to be fearful of facing some failures, and an environment that makes them feel they cannot do it all the time (Baran-Lucarz, 2014). ESL classrooms must be places where students can express their feelings, interests, needs, and motivations without being judged or marginalized. Moreover, Dörnyei and Malderez (1997) stated that ESL classes are spaces to be proud of the different cultures, traditions, and customs the ELLs have. Each student is an entirely different world with a history to tell, and that is expected to be respected, admired, and accepted. A welcoming ESL classroom is about interaction, community, and equity. Teachers must keep these ideas in mind; creating an environment where students feel safe, visible, and valued and where they are provided access to a rigorous curriculum that engages and challenges them in meaningful ways will allow them to see English learning as meaningful and valuable for their lives (Carter & Henrichsen, 2015). However, there have been cases of immigrants who abandon their desire to learn English due to causes such as bullying or the lack of empathy for their teachers and classmates (Soo & Goh, 2013). For that reason, this research project will name some essential aspects to consider during the English learning process of students in the United States.

Empathy

Strayer and Eisenberg (1978) mentioned the assumption underlying the emphasis on teacher empathy is that emphatic communication by the teacher will result in students experiencing greater understanding and acceptance and that they will thus develop more positive attitudes towards schooling. A good found definition for empathy is empathy as "the act of 'feeling into' another's affective experience" (Strayer & Eisenberg, 1978, p.191). For this reason, empathy is the keyword of this research since the teacher can generate a safe environment for communication. In this environment, students strengthen their trust and acceptance process, thus developing their own identity and at the same time respecting the identity of the other.

Empathy therefore involves a two-part process. The first part is the cognitive awareness of the internal state of another person. The second part is the emotional response toward the other person (Hoffman, 1987). This process is not innate; it must be transmitted and learned. At school, empathy influences both cognitive and emotional aspects. If a student does not feel comfortable and safe developing their learning process, it will take time to be acquired, and it can be abandoned in terms of a second language as Hoffman (1987) stated.

Thus, this emotional competence must be directed around sharing, understanding, cooperating, and donating both information (cognitive and cultural) and emotional (Batson, 1991). An environment where each member feels compassion for the other, ensuring that the immigrant who starts knowing nothing can feel part of that new culture, acquire it and interpret it as their own. Batson (1991) stated that studies related empathy to such prosocial behavior as cooperation, sharing, donation, and other altruistic acts have generally yielded positive findings, especially in adults.

Empathy, Education, and Aggression

Empathy is not a magical process, Cress and Holm (2000) stated that empathy takes time to be developed and is composed of different aspects, but this term is linked with the regulation of aggression in education. According to Decety and Ickes (2009) aggression implies the infliction of injury that may cause pain and distress. When aggression is committed related to language, it can cause damage that is difficult to repair (Cress & Holm 2001). Empathy comes to mediate so that the aggressor develops a process of cooperation and understanding in favor of all the participants involved in the cognitive process. In the case of the acquisition of a second language, the aggressor may be the teacher, who does not have the patience to understand and generate the appropriate tools to build a communication bridge between the student and them. The teacher does not know how to promote affective filters or prosocial behavior (Decety & Ickes, 2009). The relation of empathy to prosocial behavior and aggressive behavior is the nature of the mediating process. Empathy may affect aggression through inhibition as Decety and Ickes (2009) stated.

Social Prejudice

In a country like the United States, the term of prejudice plays an important role. Prejudice refers to irrational or unjustifiable negative emotions or evaluations toward persons from other social groups, and it is a primary determinant of discriminatory behavior (Friske et al., 2010). This term is essential in this research because empathy is, not only understanding the feelings of the other, but it is sharing them since when students can put themselves in the position of the others, this causes more minor conflicts.

For example, in a regular English class, an ESL, and a dual immersion class (where native speakers of English are learning the English language and should have a developed global awareness), inappropriate comments are still heard about the decision why the immigrants have come to this country (Friske et al., 2010). Empathy figures directly or indirectly in the reduction of social conflict and related social prejudice through such diverse approaches as the "Jigsaw Classroom" (Where students with different relevant information cooperate to solve a problem) and conflict-resolution workshop (Stephan & Finlay, 2003).

Motivation in the Classroom

Many articles have been written about motivation, but the truth is that regardless of the passing of the years, this word is still of great importance (Eccles & Wigfield, 2002). According to Seel (2012), motivation is a process of interaction between the learner and the environment, marked by selection, initiation, increase, or persistence of goal-directed behavior. It has been thought of variously as a quality of the individual, the situation, or the activity in which the individual is engaged. (Svinicki & Vogler, 2012)

Consequently, empathy is the capacity for understanding and respect between the educational process participants to understand others. Likewise, empathy affects and directly affects motivation, which is divided into intrinsic and extrinsic. Therefore, acquiring a second language is essential for the students to keep their objectives clear, and it is also vital that the teacher knows these motivations so that he can use them as learning tools (Pintrich & Schunk 2002).

According to Schiefele (1991), intrinsic motivation is an inner force that motivates students to engage in academic activities because they are interested in learning and enjoy the

learning process. It is the desire to learn for the simple reason that on the outside, there is a reason why you can be victorious thanks to that learning. When students have this strong and clear motivation, learners regulate themselves, monitor themselves, and are not afraid of failing. Students tend to constantly ask, be attentive to each interaction with learning, and start from scratch if necessary (Ramage, 1990). According to Benabou and Tirole (2003), extrinsic motivation promotes effort and performance, with rewards serving as positive reinforces for the desired behavior. Extrinsic motivation typically produces immediate results and requires less effort than intrinsic motivation (Ryan & Deci, 2000).

Because it is the weakest motivation, it is the most difficult to sustain. However, unfortunately, it is the one that is most seen in this process. Benabou and Tirole (2003) stated that extrinsic motivation is the one that comes into action when a teacher does not know how to correct the pronunciation. Pintrich and Schunk (2002) noted out that many students gave up the race because the teacher did not use the correct strategies to correct the lousy pronunciation. In each class, they became more demotivated, and now they are part of that large group who say that English is complex and that they were not born to learn it. Thus, extrinsic motivators are that they typically do not work over the long term. Once the rewards are removed, students lose their motivation (DeLong & Winter, 2002).

The Role of the Teacher in Motivation.

Chiew and Poh (2015) pointed out that motivation is a factor in language learning success; for that reason, something straightforward to show is a classroom full of motivation where all students are invited to be active agents in the learning process, and a large percentage

of this success is the teacher who strives to create an environmentally healthy, confident, full of confidence where mistakes are corrected and overcame (Gardner, 2006).

According to Girmus (2011), motivating teachers create a positive, upbeat, compassionate classroom where learning is emphasized; moreover, lessons are well-planned, meaningful, engaging and allow for student autonomy and cooperation (p. 6). High, positive expectations are projected by motivating teachers with solid support through scaffolding to help students reach goals. When it is possible to have a room full of motivation, where both motivation styles are being promoted, students can value their learning (Dimitroff et al., 2018). In this way, teachers need to create classrooms environment where the students like and enjoy the class because they learn every day where if there are children, they can play while learning or adults to interact with friends about current life situations. Thus, a motivating teacher helps students regulate themselves, learn to work independently and achieve their goals (Girmus, 2011, p. 6).

Background Knowledge

Background knowledge is an essential component for comprehension in many subject areas; the more information people know about a given subject from previous understandings, the easier it is for the individuals to retain the information (Newman et al., 2014). Moreover, they are also those ideas, traditions, and beliefs the student identifies and can be used in favor of learning. The TESOL Writing Team (2018) looked closely at the curricula taught in the district to make sure that they are appropriate for English learners, not only by affording multiple entry points as suggested above, but also by empowering students using themes and materials that connect well with the background knowledge, cultures, and life experiences that English learners bring to the classroom. Moreover, The TESOL Writing Team (2018) mentioned that teachers

need to know about their learners' education, language background and resources. Also, about their home country, home language, home language literacy level, socioemotional background and life experiences are aspects that teachers need to consider in second language education (p. 74).

Scaffolding

Scaffolding underlines one of the key outlooks of children's learning, namely that it is often guided by others (Stone, 1998). Therefore, an essential part of integrating all students in the lesson is scaffolding where learning is organized step by step to become long-term knowledge. Scaffolding a student does not mean clarifying the task or concept during the learning experience or event; but rather, the task or concept remains constant, and the teacher provides varying degrees of support according to how well the child is doing on the task or with the new learning (Dorn & Soffus, 2001). For that reason, in a classroom where a second language is being learned, scaffolding also helps students acquire the language through graphic organizers, diagrams, small groups, and pair activities. Stone (1998) pointed out that there are many ways students engage with scaffolding, and if a teacher manages to master it and make them visible in their classes, students show more process. Wood et al. (1976) stated that for English learners, scaffolds of various kinds are essential to help learners maintain goal orientation, reduce frustration, and move forward to developing new skills, concepts, and levels of understanding.

Likewise, using the graphical organizers to summarize a text or learn new words is a resource for students to process that new knowledge. Unfortunately, in the observations made to teachers with adult students, these activities are not widely used. Instead, they tend to fall back on photocopies and more photocopies (TESOL Writing Team, 2018, p. 102). However,

differentiating can be overwhelming for the teacher, but when there are large groups with students at different levels, differentiating makes it easier for scaffolding to address every need (Applebee & Langer, 1983). In this way, all students can feel part of the learning process, and consequently, the two styles of motivation will also be fostered since the learners can identify when they are growing and advancing in their learning process. Teachers monitor their students' comprehension, adjusting teacher talk or materials, differentiating instruction, and scaffolding tasks according to students' English language proficiency levels (TESOL Writing Team, 2018, p. 118).

Positive Feedback in the Classroom

Feedback is a critical mechanism between a teacher and a student to build understanding, promote healthy interactions, and foster welcoming classroom climates (Jennings & Greenberg, 2009). In this way, ESL learners need an environment to express what they already know and what they are learning without fear of being criticized or excluded. Furthermore, positive feedback is essential to build self-confidence in the students and to use mistakes as opportunities to improve (Al-Bashir et al.,2016). Moreover, Sprouls et al. (2015) defined positive feedback as verbal, nonverbal, or tangible feedback, including praise, behavior points, awards, and/or positive acknowledgment of a desired or appropriate behavior. Consequently, teachers must be encouraged to reinforce appropriate classroom behavior and positive exchanges by clearly communicating high expectations for students' success (Duda & Utley, 2005) Specifically, researchers recommend teachers make every effort to have their number of positive interactions exceed the number of negative interactions by a ratio of at least three to one (Sprick, 1981, 2006).

Al-Bashir et al. (2016) stated that positive feedback is crucial to connect students' attention to the less successful parts of coursework. Nonetheless, the teachers should be cautious in providing negative feedback of this kind. For that reason, positive feedback could be considered a process of motivating and encouraging the students to utilize the feedback they have received as Yorke (2003) stated. Feedback should not be discouraging to students at any cost (Williams & Reisberg 2003) Thus, teachers can improve students' learning environment by presenting the feedback positively. Positive feedback practice can provide useful information to the students in improving their learning and offer decent information to teachers, which eventually improves the learning experience for the students. Yorke (2003) argued that "the act of assessing influences the assessor as well as the student. Assessors learn about the extent to which they [students] have developed expertise and can tailor their teaching accordingly" (Yorke, 2003, p. 482).

Affective Filter

Affective filter is the term that became known in the 70s. Krashen (1982) mentioned that the affective filter is the input that language has and that it plays an essential role in the affective emotions of the students (p. 31). Arnold (2000) pointed out that an anxious and nervous student will have a high filter, causing the knowledge to be more challenging to grasp; however, if the students are highly motivated, trust their process, and have a safe environment, the language will be acquired more straightforward and faster since the affective filter will be low. According to Ni (2012), affective factors function as a filter that reduces the amount of language input the learner can understand. It has a close relationship with the language learner's input and intake.

Therefore, it can be said that affective factors determine the proportion of language learners' input and intake (Ni, 2012, p.1). The affective factors include certain emotions, such as motivation, self-confidence, and anxiety in the process of acquiring a second language (Arnold, 2000). The negative emotions prevent efficient processing of the language input, and on the contrary, the positive emotions promote the efficiency of the process.

Mohamad (2015) mentioned that this filter is often influenced by the way teachers give feedback; it is very complex to handle the emotions and anxiety of the students. That is why the teachers must consider all the terms mentioned above as these are the factors that help reduce this filter and not who pushes it so that the students leave the process. Ni (2012) stated that a low filter should be created and advocated for effective language teaching as it can be assumed that learners' affective filters will be influenced by teachers' feedback. Therefore, attempts should be made to lower the affective filter and let learners feel less stressed and more confident in a comfortable learning atmosphere (Ni, 2012).

Mohamad (2015) stated that when the affective filter is low, knowledge of language can be acquired more easily or in simpler terms, when the learners' anxiety is lessened and their defensiveness to learning a language decreases, they will be more receptive to learning a language, thus creating an optimal learning environment where successful language learning can occur (p. 165). Thus, learning a new language is practically the same process that children have when they are acquiring her personality from her, which must be managed and taken in such a way to form even a self-confident human being. Likewise, learning to speak goes through the same processes, the period of silence, imitation, and communication (Ziglari, 2008).

Conclusion

The nature of second-language learning requires frequent performance that may challenge students' self-concepts and self-confidence that sometimes lead to reticence and self-consciousness (Carter & Henrichsen, 2015). For that reason, to reduce or prevent this problem, teachers must employ appropriate pedagogical and classroom management strategies to create a safe and supportive learning environment that will reduce students' state anxiety and negation to learn a second language. In this way, it is crucial to implement a guide with steps where teachers can find help to create a safe classroom environment where ESL students and especially the newcomers' learners find a place where their second language learning is boosted and not interfered with negative factors.

Furthermore, attention to establishing a positive group dynamic and careful monitoring and control of situational factors/variables can alleviate language learners' anxiety such that reticence and dislike to learn English are minimized. A guide with steps where teachers can find help to create a safe classroom environment for ESL students will allow a good classroom management system that recognizes the close relationship between positive behavior and effective instruction, including all the ESL students' populations. Thus, an integral and safe classroom environment will include effective instructional practices as understanding students' learning and social needs, providing students with access to an engaging and appropriate curriculum.

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Chapter 3: Project Design

In this chapter I will explain why it is crucial to create a guide for teachers who have newcomer ESL students in the classroom to promote a safe environment, relationships, and clear strategies to reach the objectives. According to the National Clearinghouse for English Language Acquisition (2013), students who arrive in the United States from other countries (newcomers) represent a variety of educational and linguistic backgrounds and different social and emotional needs (p. 1).

Unfortunately, most of the teachers are not prepared to have newcomer students in their classrooms, and the school does not know how to guide those teachers. Unfortunately, it is common to hear ESL teachers sharing their experiences of how they are blamed by the school community because those students cannot adapt to the school system and proficiently communicate in English in the United States. Garrett and Holcomb (2005) found that schools, for the most part, are not prepared to work with ELLs. Moreover, schools are often in denial about the magnitude of ELLs' needs and their many challenges; this continues until it is too late to provide services and assist these students (Lee, 2012).

Also, Lee (2012) mentioned that schools spend money on resources, but they do not know how to use them. Additionally, schools fail to invest enough in ESL programs, generating a lack of knowledge and training (Lee, 2012). For that reason, if ESL teachers are not clear about what strategies or resources to use, even when they are considered experts to teach English, regular content teachers will find more difficulties teaching ESL students. Consequently, content teachers need to find ways to guide ELLs and help them be part of their new cultural

environment surrounding them. Moreover, content teachers must know how to deal with certain situations where some students are not happy or motivated to be in the United States or learn and speak the English language.

Furthermore, if young newcomers do not acquire the second language and do not understand the culture that currently surrounds them, it leads them to fail in their academic process and their future, which leads to them to not being able to access higher education. Moreover, adult newcomers miss the opportunities to obtain better jobs and achieve goals that prompted the decision to come to this country. For example, it is common that ELLs struggle in most of the school subjects at school because of their English language proficiency; for that reason, they are often underprepared in their college essay writing, which directly affects the college application process (Kanno & Grosik, 2012). Further, limited English language skills also negatively affect the scores of entrance exams such as the SATs, which limits entrance to selective institutions (Kanno & Grosik, 2012).

In this way, applying a guide to help content teachers with the ESL students' education is crucial to ensure they reach their academic goals. Working with ELLs from the beginning of their learning process requires developing all the language skills so that in the future they will be competent English speakers. ESL students need to acquire English social skills; however, acquiring academic and literacy English skills is vital as most of them know how to speak English and are competent in their listening skills, but in their writing or reading skills is where the academic filter shows a low percentage of immigrants in higher education (National Clearinghouse for English Language Acquisition, 2013),

I have had the opportunity to interact with many ESL teachers, and they shared a similar concern. They said they need more guidance on how to help their students by following

the WIDA Standards. These standards aim to develop English language acquisition in academic settings, but it is difficult to achieve those standards with the ESL newcomers' students who do not speak the language at all and still need to accomplish complex academic goals in their content subjects. Consequently, the guide I will present will be helpful, timely, and appropriate for content teachers and ESL teachers.

Teachers need help when working with ESL students as most of the time it represents something new for them. Moreover, they also feel the pressure of their peers, who sometimes underestimate them and do not take them seriously or value their effort. Studies conducted with ESL teachers and ELL students in school districts representing diverse regions of the US and Canada indicate that ESL teachers feel an overwhelming responsibility to acculturate their students to school and the broader society while simultaneously securing their students" academic success (Bascia & Jacka, 2001; Chiu, 2009; Hood, 2003; Markham, 1999; Roessingh, 2006; Yoon, 2008). Thus, I considered it important to include a practical guide to help teachers know what activities and strategies could work with the students that require their attention to make them feel part of a community and overcome their fears when using the target language.

Chapter 4: The Project

The product of this thesis is a handbook aimed at all the teachers who have an ESL newcomer student and want to invite them to be active participants in the classes. In this way, you will find some ideas on how to integrate these students into the new community, academic achievements, and acquire a new language. These strategies and ideas are valid and adjustable to any population and class since they can be implemented in regular English classrooms.

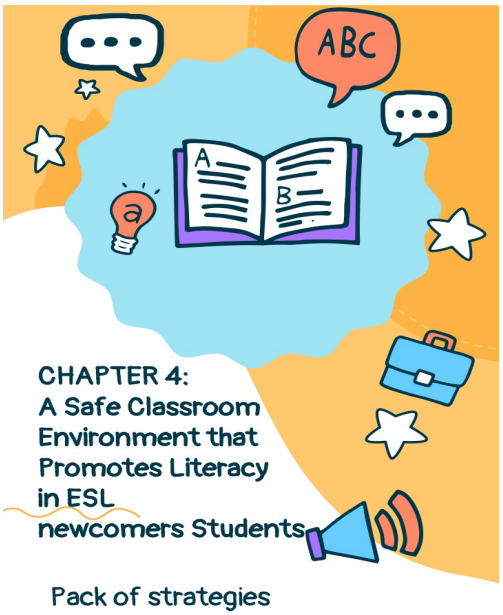

Figure 4.1: The Project.

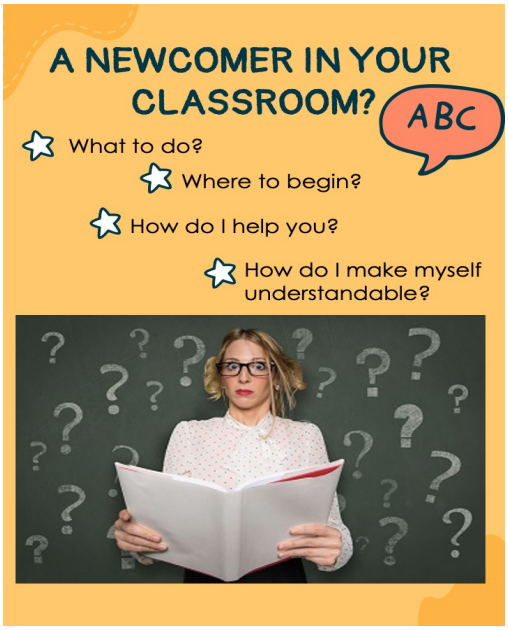

Figure 4.2: A Newcomer in your Classroom.

Introduction

In the introduction I explain how the acquisition of a new language is a complex cognitive process, which can develop quickly or in a slow and complicated way depending on the accompaniment that is given to it. Therefore, this document aims to provide some ideas for the student to integrate into the classroom routines in a safe way.

Figure 4.3: Introduction

Simplify the language.

Next, I will explain how teachers must simplify the language to be understood. At the same time, how the students would acquire the necessary vocabulary faster and feel more confident in using it.

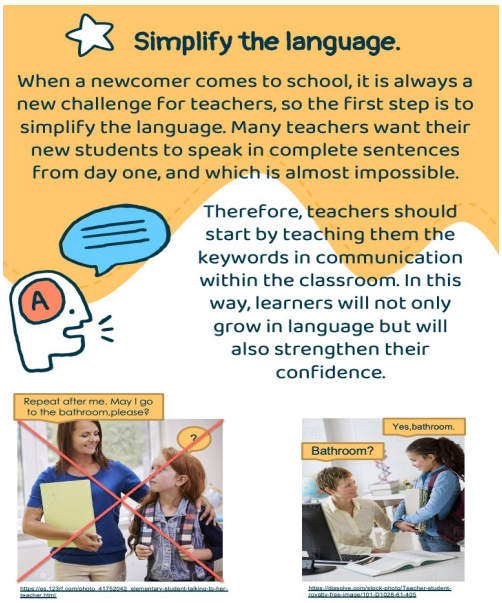

Figure 4.4: Simplify the language

Learning about their culture

The next part explains why it is so essential to understand the students' cultural background to create a safe environment in which they want to participate and grow through these displays of cultural empathy.

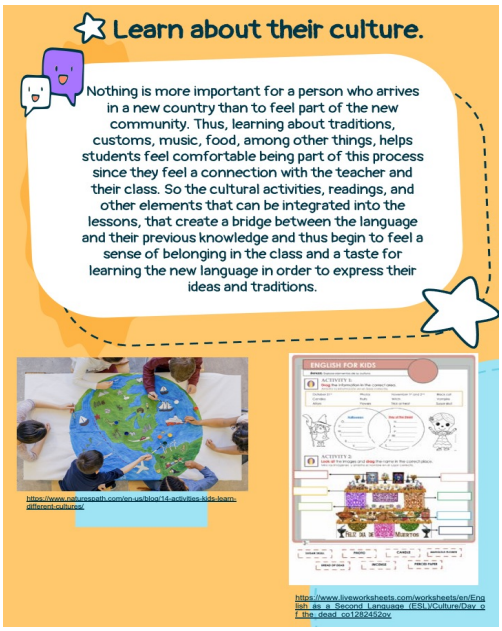

Figure 4.5: Learn about their culture.

Picture wall board

This strategy should be displayed in all ESL and regular classrooms, especially if you want to teach vocabulary and sentence structure. This strategy not only helps with speaking and vocabulary, but also for writing.

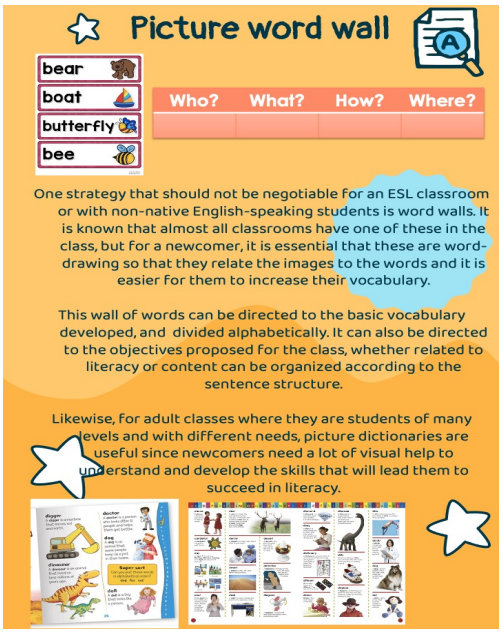

Figure 4.6: Picture word wall

Creating a safe environment

Regardless of their origins and background, all students need to find a place where they feel comfortable learning. When they generate this confidence, their knowledge develops in a faster way, and the results are more noticeable.

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Figure 4.7: Create a safe environment

Games

Games, yes games. Many teachers think that students learn only through graphic organizers and boring activities, but this is not true. For this reason, on this page, I am explaining how to integrate games to teach the standards.

Figure 4.8: Games

Scaffolding

An essential part of integrating all students in the lesson is scaffolding, where learning is organized step by step to become long-term knowledge. In a classroom where a second language is being learned, scaffolding also helps students acquire the language through graphic organizers, diagrams, small groups, and pair activities. In this page, teacher will also find some videos with examples and ideas of how to use scaffolding.

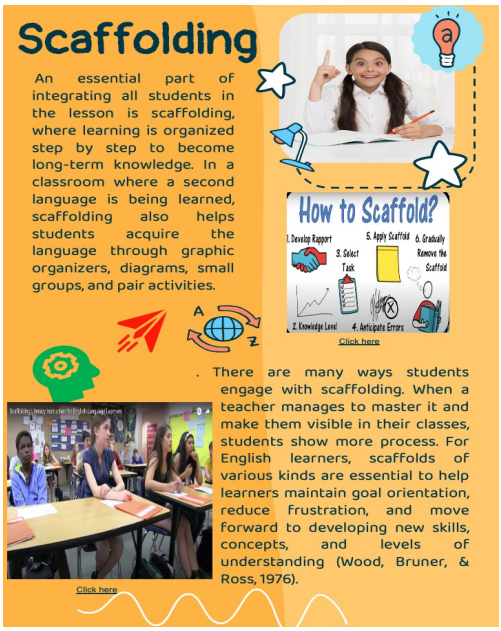

Figure 4.9: Scaffolding.

Interaction

It is important for newcomers to develop all their language skills and one that is essential to strengthen their confidence is speaking. So it is very important that in each class the teacher opens a space for interaction. Newcomers must become fluent and at the same time learn the pronunciation of words. Likewise, it is crucial that the teacher understands that he should not correct every word. Since this process is of a high level cognitive, since they are learning to think and communicate in a new language.

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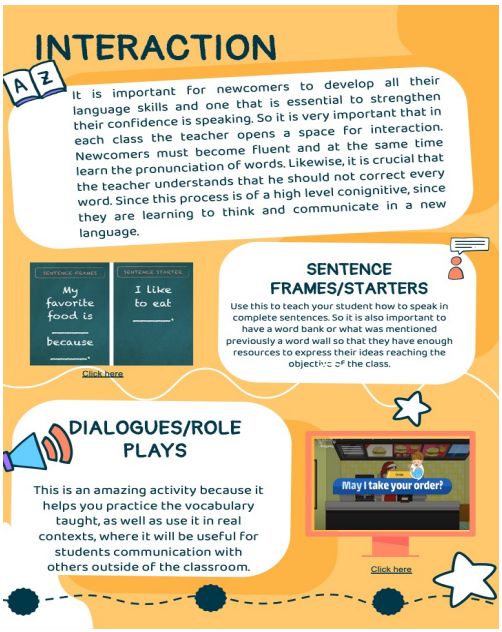


Figure 4.10: Interaction.

Chapter 5: Conclusions

Deciding to live in a new country is deciding to adapt to a new language, culture, and a new educational system. By having the opportunity to share the experiences of my co-workers during the planning time, I realized that teachers who receive newcomers must also adapt. Since you have a student who does not speak English, placing him in the reading, content, and math groups is challenging. These teachers have to adjust their practices so that these students, not only acquire and achieve the objectives and standards, but also learn the language around them.

That is why this project is inspired by those teachers, who do not know what to do with their students and do not know how to help them, but they go and seek advice, ask for help, and seek in one way or another to integrate them into this new educational system. This project bears their name. Just now, their faces come to me filled with concern, but above all, with a great commitment and vocation to this profession. Therefore, there is a way to make life easier for them with this handbook.

I consider that it is crucial to know newcomers at a deeper level; it will benefit them, the teachers, and the whole school; it will allow newcomers to see the school community as a family willing to help them. Moreover, connecting with their parents throughout this journey results building the trust and confidence necessary for continuous and positive relationships. The process of accommodation of the newcomers needs to be smooth and with synchronous help between parents and teachers. Besides that, although there are already ESL programs in place, the constant revision of the federal guidelines, current research, and how other schools are

moving forward and integrating ESL and especially newcomer ESL students with general education teachers and staff results in imperative.

I also believe that there should be a constant review in the newcomers' ESL student academic and language proficiency development to ensure that the everchanging needs of students are being met or to implement changes if needed. Moreover, sharing with the whole school critical data on the status of the academic and curriculum plan that is being implemented with those students helps make it a team effort. I consider that the ESL teachers can no longer be the sole staff members who address the needs of newcomer ESL learners; the whole school community must be involved to meet their needs and requirements. That is why it is necessary to train and support so that both the homeroom teacher and the ESL teacher can work together, so that the newcomer's students reach the expected achievements according to the academic grade level.

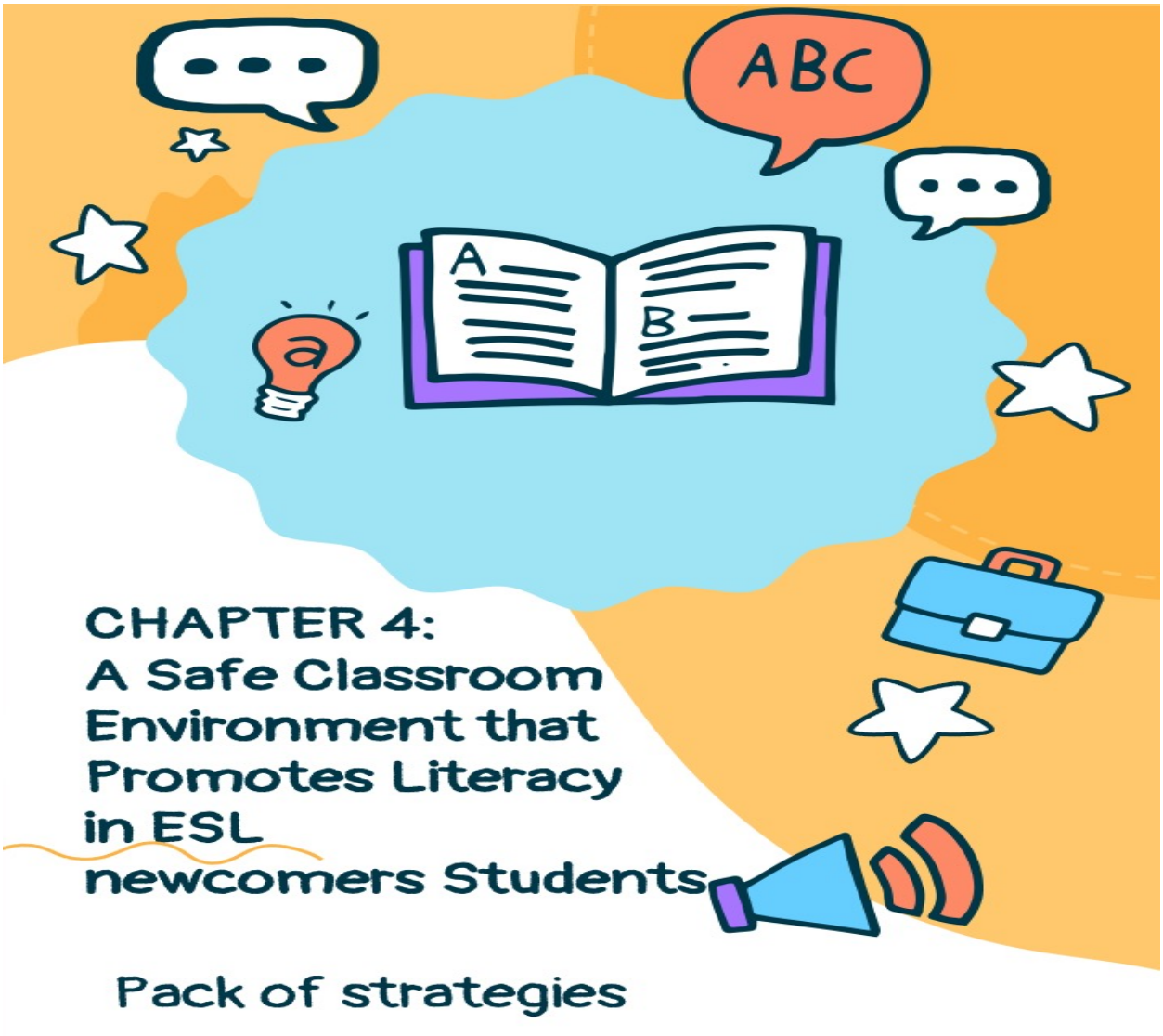
In turn, ESL students bring schools a wide variety of life situations and understandings and a range of educational experiences; they represent a richly heterogeneous group. For that reason, it is necessary to implement appropriate paths and strategies, so the newcomer's ESL students successfully acquire a new language adjustable to their new environment are also varied and in keeping with their unique needs and experiences.

I hope the strategies I illustrated in my handbook presented during this thesis project provide the teachers with strategies to create the safe and welcoming classroom environment their newcomer ESL students need. Teachers are given a unique opportunity to understand the rich resource of knowledge and understandings that ELLs bring to school, which, in consequence, enriches the learning of all students in the classroom. I believe that the role of the school and the teachers is critical in supporting newcomer ESL students' identities and

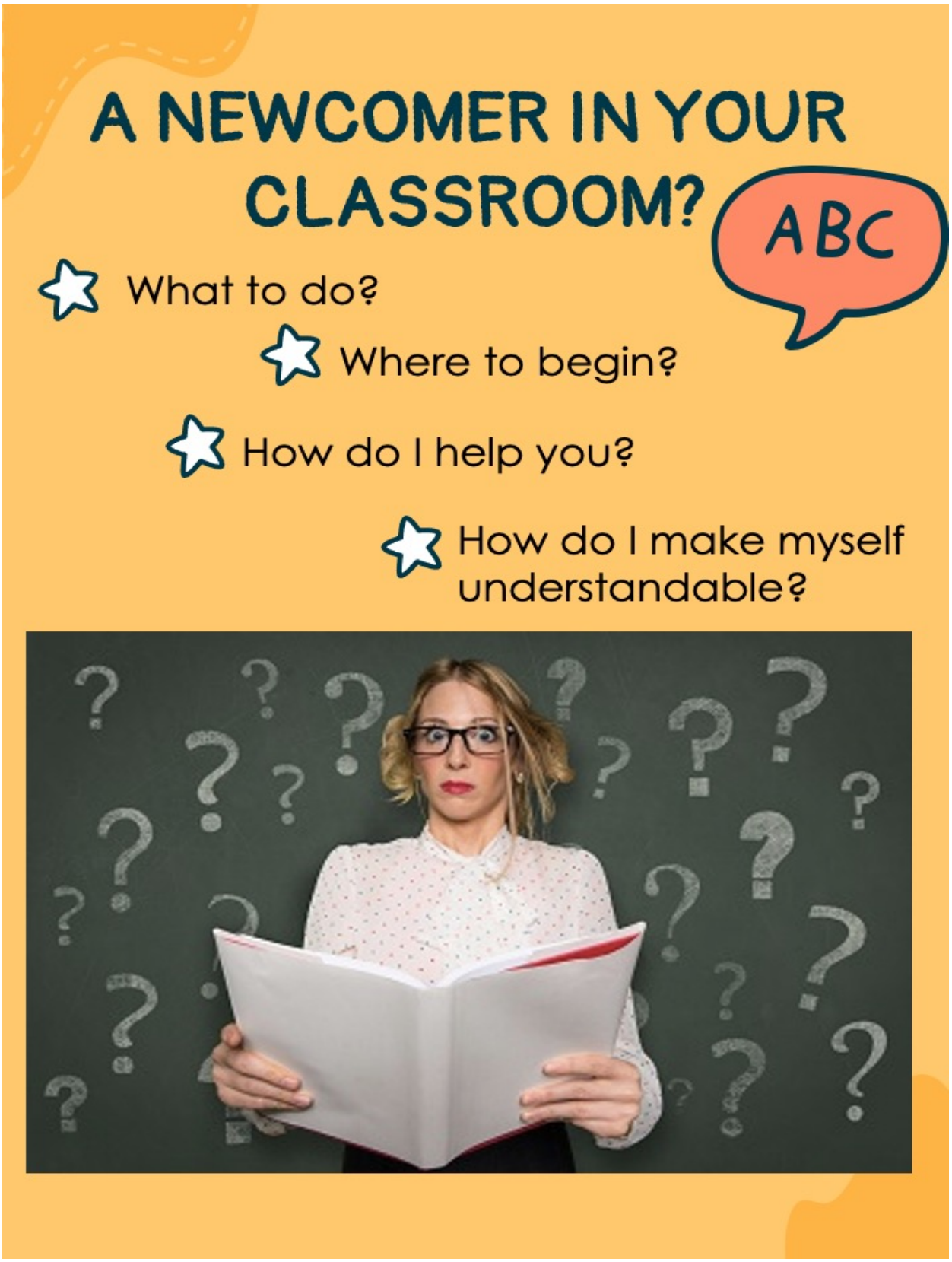
development as bilingual learners and helping ELLs shape a vision of the future in which they will take their place as citizens in a global world.

Appendix

Appendix A: Slides



Slide # 1


A NEWCOMER IN YOUR CLASSROOM?
ABC
What to do?
Where to begin?
How do I help you?
How do I make myself understandable?

Slide # 2

INTRODUCTION

In the following package, you will find activities and ideas that will be useful to you to work with newcomers students, as well as in the ESL classroom or any regular English class.

The acquisition of a new language is a complex cognitive process, which can develop quickly or in a slow and complicated way depending on the accompaniment that is given to it. Therefore, this document aims to provide some ideas for the student to integrate into the classroom routines in a safe way.

Likewise, these strategies must always be linked to the standards and objectives of the grade level, in order that the newcomers achieve or begin to approach the objectives proposed for their class. For this reason, all the tools provided in this package are adaptable to any academic level and any standard.

Slide # 3

Simplify the language.

When a newcomer comes to school, it is always a new challenge for teachers, so the first step is to simplify the language. Many teachers want their new students to speak in complete sentences from day one, and which is almost impossible.

Therefore, teachers should start by teaching them the keywords in communication within the classroom. In this way, learners will not only grow in language but will also strengthen their confidence.

https://es.123rf.com/photo_41752042_elementary-student-talking-to-her-teacher.html

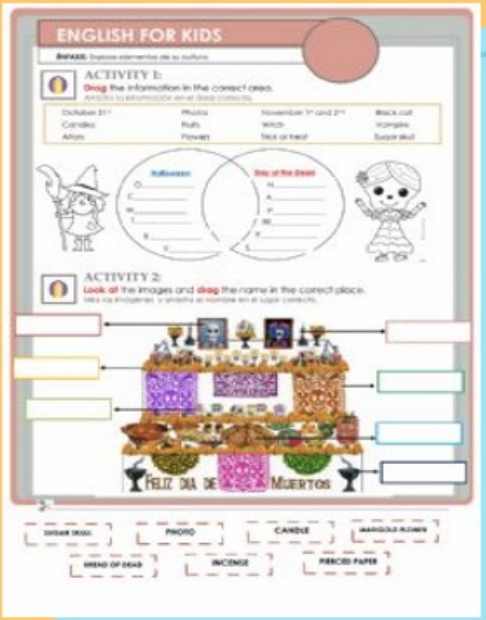
https://dissolve.com/stock-photo/Teacher-student-royalty-free-image/101-D1028-61-405

Slide # 4

Learn about their culture.

Nothing is more important for a person who arrives in a new country than to feel part of the new community. Thus, learning about traditions, customs, music, food, among other things, helps students feel comfortable being part of this process since they feel a connection with the teacher and their class. So the cultural activities, readings, and other elements that can be integrated into the lessons, that create a bridge between the language and their previous knowledge and thus begin to feel a sense of belonging in the class and a taste for learning the new language in order to express their ideas and traditions.

https://www.naturespath.com/en-us/blog/14-activities-kids-learn-different-cultures/



https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Culture/Day_of_the_dead_co1282452ov

Slide # 5

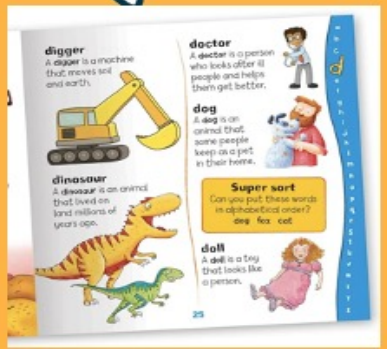
Picture word wall

Who?	What?	How?	Where?

One strategy that should not be negotiable for an ESL classroom or with non-native English-speaking students is word walls. It is known that almost all classrooms have one of these in the class, but for a newcomer, it is essential that these are word-drawing so that they relate the images to the words and it is easier for them to increase their vocabulary.

This wall of words can be directed to the basic vocabulary developed, and divided alphabetically. It can also be directed to the objectives proposed for the class, whether related to literacy or content can be organized according to the sentence structure.

Likewise, for adult classes where they are students of many levels and with different needs, picture dictionaries are useful since newcomers need a lot of visual help to understand and develop the skills that will lead them to succeed in literacy.



Slide # 6

CREATE A SAFE ENVIRONMENT

Regardless of their origins and background, all students need to find a place where they feel comfortable learning. When they generate this confidence, their knowledge develops in a faster way, and the results are more noticeable.

An ESL student needs, that the teacher always shows them empathy, that the classes are attractive, that the respect is constant so that they also learn to make mistakes and learn from this mistake through positive feedback.

Click here

Slide # 7

GAMES

https://www.edutopia.org/article/what-is-gamer-brain-how-harness-class-andrew-miller

http://mrswheelerfirst.blogspot.com/2019/06/fundations-phonics-games.html

https://www.weareteachers.com/second-grade-reading-comprehension-activities/

Games, yes games. Many teachers think that the only way students learn is through graphic organizers, but this is not true.

You can make games using a graphic organizer in small groups or games with manipulatives. It does not matter how old the newcomers are, because they love to play, as through newcomers, they do not feel pressured to always have the correct answer.

And yes, use games 100% for your comprehension activities. When you read a book, your students do their best to understand because they know you will make a game later. and who doesn't want to win a game?

Slide # 8

Scaffolding

An essential part of integrating all students in the lesson is scaffolding, where learning is organized step by step to become long-term knowledge. In a classroom where a second language is being learned, scaffolding also helps students acquire the language through graphic organizers, diagrams, small groups, and pair activities.

Click here

Click here

. There are many ways students engage with scaffolding. When a teacher manages to master it and make them visible in their classes, students show more process. For English learners, scaffolds of various kinds are essential to help learners maintain goal orientation, reduce frustration, and move forward to developing new skills, concepts, and levels of understanding (Wood, Bruner, & Ross, 1976).

Slide # 9

INTERACTION

It is important for newcomers to develop all their language skills and one that is essential to strengthen their confidence is speaking. So it is very important that in each class the teacher opens a space for interaction. Newcomers must become fluent and at the same time learn the pronunciation of words. Likewise, it is crucial that the teacher understands that he should not correct every word. Since this process is of a high level conignitive, since they are learning to think and communicate in a new language.

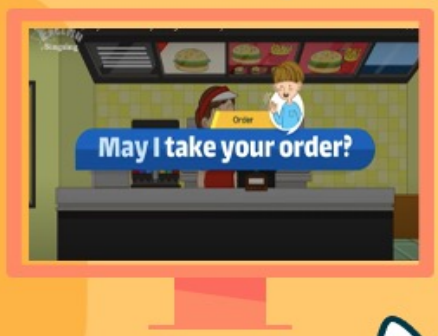
Click here

SENTENCE FRAMES/STARTERS

Use this to teach your student how to speak in complete sentences. So it is also important to have a word bank or what was mentioned previously a word wall so that they have enough resources to express their ideas reaching the objective of the class.

DIALOGUES/ROLE PLAYS

This is an amazing activity because it helps you practice the vocabulary taught, as well as use it in real contexts, where it will be useful for students communication with others outside of the classroom.



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Slide # 10

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Slide # 11

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